



Multiplication Practice

Solve the problems below. Show your solution clearly.

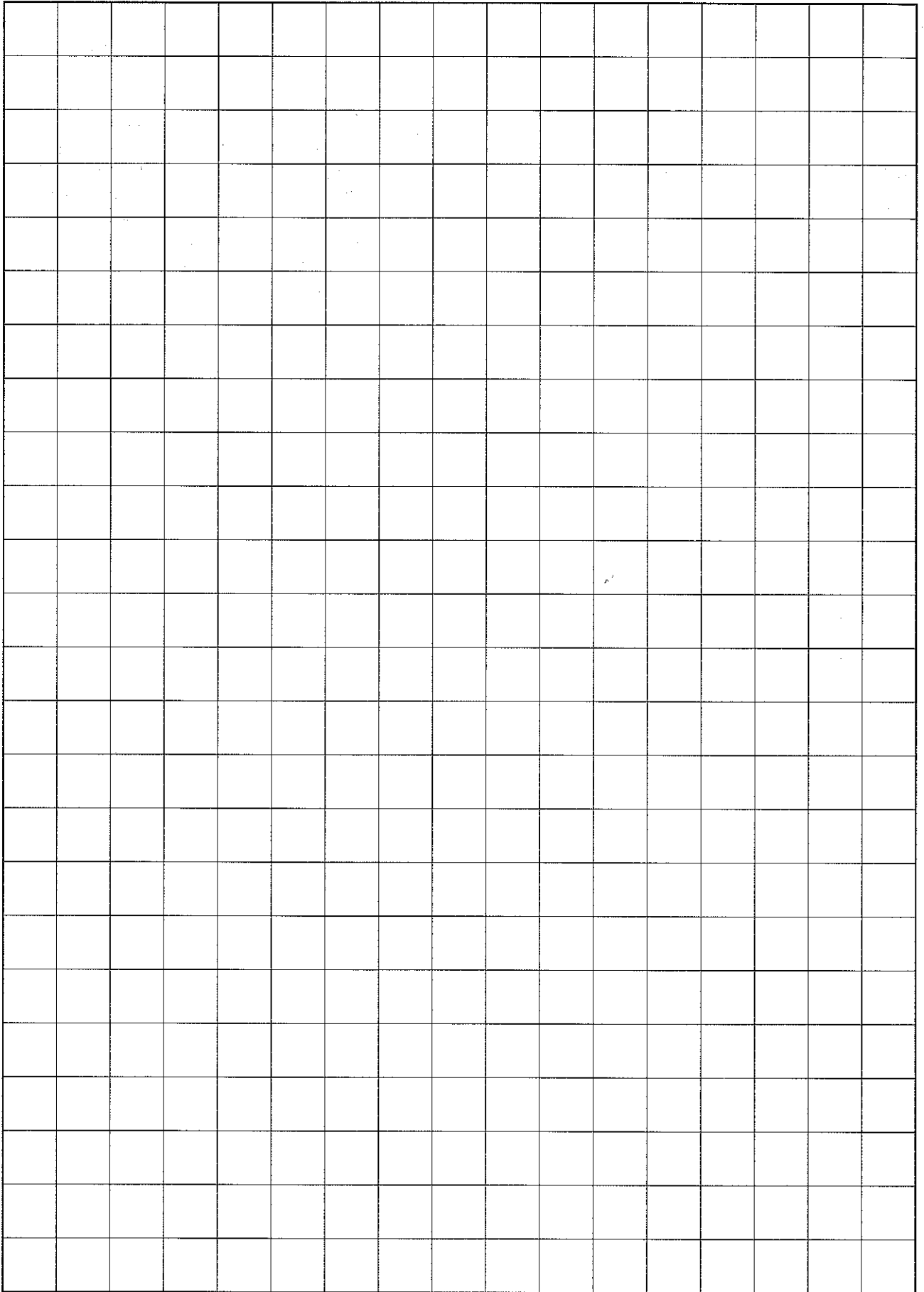
1. 24×15

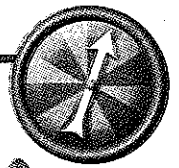
NOTE In class, students are solving multiplication problems. They are using story contexts and representations to help them solve the problems and explain their solutions. As they solve the problems below, ask them what part of the problem they have solved and what part they still need to solve.

SMH 30–32

2.
$$\begin{array}{r} 49 \\ \times 9 \\ \hline \end{array}$$

3. 36×25





Multiplication Compare Recording Sheet

After you have played a few rounds of *Multiplication Compare*, complete this sheet.

Place a $<$, $>$, or $=$ in the box between the problems.

1. Your problem:

Partner's problem:

_____ \times _____ _____ \times _____

How did you decide whose product is greater? Explain your reasoning.

2. Your problem:

Partner's problem:

_____ \times _____ _____ \times _____

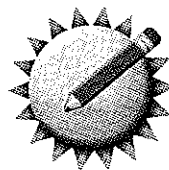
How did you decide whose product is greater? Explain your reasoning.

3. Your problem:

Partner's problem:

_____ \times _____ _____ \times _____

How did you decide whose product is greater? Explain your reasoning.



More Multiplying Two Ways

1. Solve this problem in two different ways.
Show each solution clearly.

$$36 \times 26 = \underline{\hspace{2cm}}$$

First way:

Second way:

NOTE Students multiply
2-digit numbers in two
different ways.

SMH 30-32

Circle the problem that has the greater product.
Circle both if they are equal.

2. 6×40

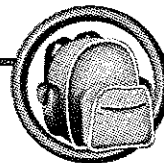
5×50

3. 40×20

200×4

4. 300×20

100×40



Which Is Greater?

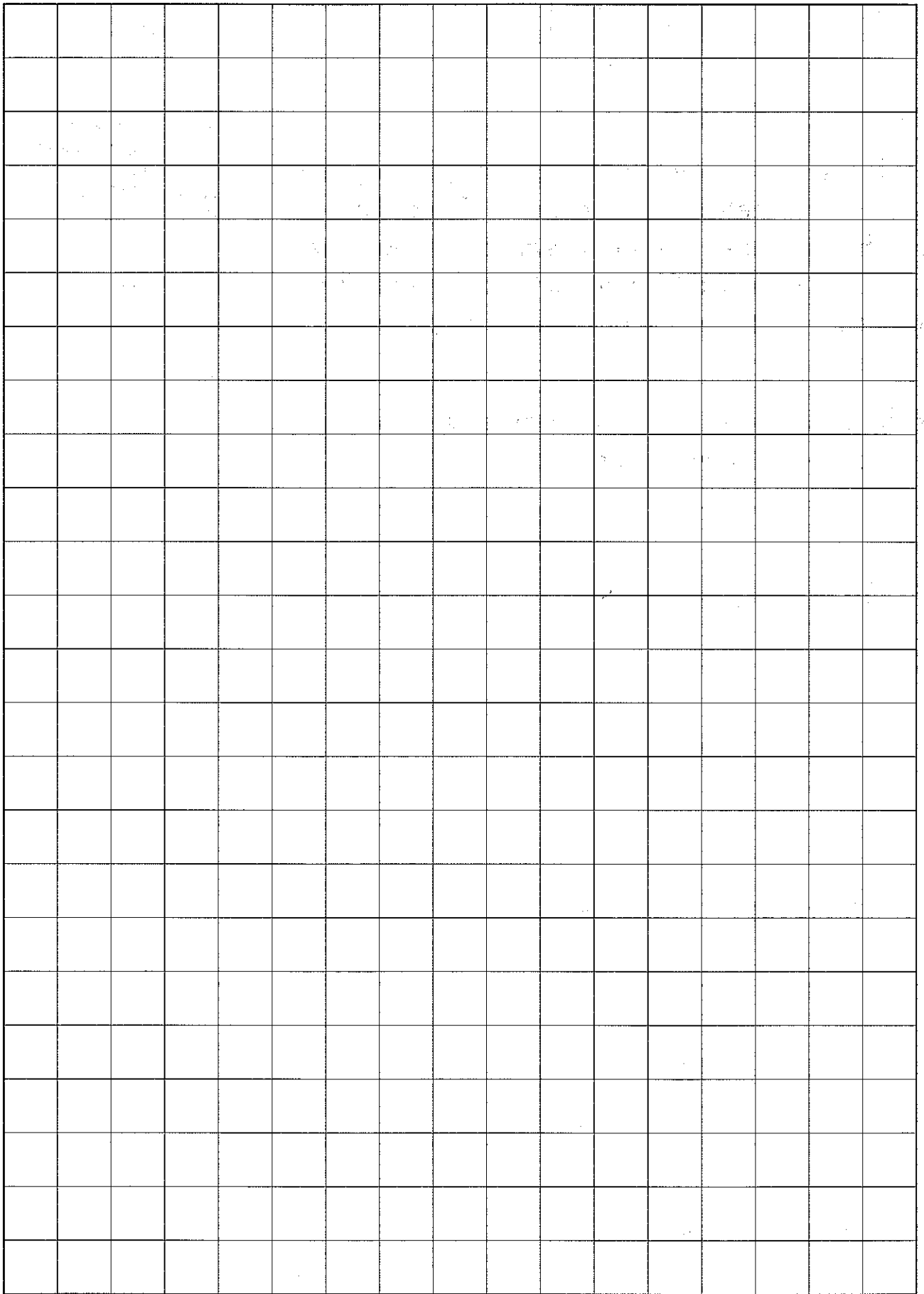
Circle the problem that has the greater product, and write $<$ or $>$ between the problems. (Remember that the wide-open part of the symbol is toward the greater number and the point is toward the smaller one.) Put $=$ between the problems if the products are equal.

NOTE Students have been solving multiplication problems that involve multiples of 10, such as 20, 30, 40, 100, 200, and so on.

SMH 30–32

In the space to the right of the problems, write how you decided which answer is greater.

1. 20×50 <input type="text"/> 30×40	
2. 7×80 <input type="text"/> 70×8	
3. 200×40 <input type="text"/> 100×80	
4. 50×60 <input type="text"/> 40×70	
5. 300×7 <input type="text"/> 30×70	



Multiplication Cluster Problems

1. Solve these problems.

$10 \times 12 = \underline{\hspace{2cm}}$

$20 \times 12 = \underline{\hspace{2cm}}$

$20 \times 10 = \underline{\hspace{2cm}}$

$8 \times 10 = \underline{\hspace{2cm}}$

$28 \times 2 = \underline{\hspace{2cm}}$

Now solve $28 \times 12 = \underline{\hspace{2cm}}$.

How did you solve it?

2. Solve these problems.

$35 \times 10 = \underline{\hspace{2cm}}$

$10 \times 25 = \underline{\hspace{2cm}}$

$35 \times 20 = \underline{\hspace{2cm}}$

$20 \times 25 = \underline{\hspace{2cm}}$

$30 \times 25 = \underline{\hspace{2cm}}$

Now solve $35 \times 25 = \underline{\hspace{2cm}}$.

How did you solve it?

3. Solve these problems.

$10 \times 21 = \underline{\hspace{2cm}}$

$20 \times 20 = \underline{\hspace{2cm}}$

$20 \times 21 = \underline{\hspace{2cm}}$

$7 \times 20 = \underline{\hspace{2cm}}$

$5 \times 21 = \underline{\hspace{2cm}}$

Now solve $27 \times 21 = \underline{\hspace{2cm}}$.

How did you solve it?

4. Solve these problems.

$100 \times 7 = \underline{\hspace{2cm}}$

$15 \times 7 = \underline{\hspace{2cm}}$

$40 \times 7 = \underline{\hspace{2cm}}$

$150 \times 7 = \underline{\hspace{2cm}}$

Now solve $146 \times 7 = \underline{\hspace{2cm}}$.

How did you solve it?

Problems Involving Teams

Solve the problems below. Your work should be clear enough so that anyone looking at it will know how you solved the problem.

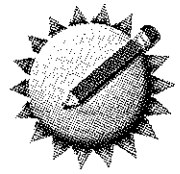
1. There are 37 teams and 28 students on each team.
How many students are there?

2. There are 68 teams at the soccer tournament. Each team has 16 players. How many soccer players are at the tournament?

3. There are 49 teams in the youth football league. Each team has 28 players. How many football players are there?

4. There are 57 teams entered in the relay race for Field Day. Each team has 32 people. How many people are entered in the relay race?

5. There are 44 teams and 35 people on each team. How many people are on teams?



More Multiplying 2-Digit Numbers

NOTE Students multiply 2-digit numbers.

SMH 30–32

Solve these problems. Show each solution clearly.

1. 48×34

2. 28×21

Ongoing Review

3. Is the product of 32×28

- A.** more than 1,000?
- B.** between 500 and 1,000?
- C.** between 100 and 500?
- D.** less than 100?



Many Ways to Multiply

Find all of the ways to multiply to make each product.
First, find the ways with two factors, and then find ways
to multiply with more than two factors.

NOTE Students find
ways to multiply to
make each product.

SMH 23–24

1. 144

2. 300

More Multiplication Cluster Problems

1. Solve these problems.

$10 \times 26 = \underline{\hspace{2cm}}$

$30 \times 2 = \underline{\hspace{2cm}}$

$20 \times 26 = \underline{\hspace{2cm}}$

$30 \times 6 = \underline{\hspace{2cm}}$

$30 \times 26 = \underline{\hspace{2cm}}$

$5 \times 26 = \underline{\hspace{2cm}}$

Now solve $36 \times 26 = \underline{\hspace{2cm}}$.

How did you solve it?

2. Solve these problems.

$49 \times 10 = \underline{\hspace{2cm}}$

$40 \times 7 = \underline{\hspace{2cm}}$

$49 \times 20 = \underline{\hspace{2cm}}$

$40 \times 60 = \underline{\hspace{2cm}}$

$9 \times 60 = \underline{\hspace{2cm}}$

Now solve $49 \times 67 = \underline{\hspace{2cm}}$.

How did you solve it?

3. Solve these problems.

$10 \times 15 = \underline{\hspace{2cm}}$

$125 \times 10 = \underline{\hspace{2cm}}$

$20 \times 15 = \underline{\hspace{2cm}}$

$125 \times 5 = \underline{\hspace{2cm}}$

$100 \times 15 = \underline{\hspace{2cm}}$

Now solve $125 \times 15 = \underline{\hspace{2cm}}$.

How did you solve it?

4. Solve these problems.

$60 \times 80 = \underline{\hspace{2cm}}$

$60 \times 90 = \underline{\hspace{2cm}}$

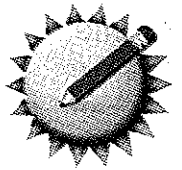
$2 \times 9 = \underline{\hspace{2cm}}$

$2 \times 90 = \underline{\hspace{2cm}}$

$2 \times 80 = \underline{\hspace{2cm}}$

Now solve $62 \times 89 = \underline{\hspace{2cm}}$.

How did you solve it?



Computation Practice: Subtracting Two Ways

1. Solve this problem in two different ways.
Be sure to show how you got your answer.

$$\$30.50 - \$17.79 = \underline{\hspace{2cm}}$$

First way:

Second way:

NOTE Students practice strategies for solving subtraction problems. They work on efficiency and flexibility by solving the same problem in two different ways.

SMH 10-13

Starter Problems (page 1 of 2)

1. Solve these problems.

a. $30 \times 20 = \underline{\hspace{2cm}}$ **b.** $40 \times 20 = \underline{\hspace{2cm}}$ **c.** $39 \times 10 = \underline{\hspace{2cm}}$

Now choose one of the problems above as the first step to solve this problem. Show your solution.

$39 \times 26 = \underline{\hspace{2cm}}$

2. Solve these problems.

a. $33 \times 100 = \underline{\hspace{2cm}}$ **b.** $30 \times 50 = \underline{\hspace{2cm}}$ **c.** $10 \times 55 = \underline{\hspace{2cm}}$

Now choose one of the problems above as the first step to solve this problem. Show your solution.

$33 \times 55 = \underline{\hspace{2cm}}$

Starter Problems (page 2 of 2)

3. Solve these problems.

a. $47 \times 10 = \underline{\hspace{2cm}}$ **b.** $40 \times 30 = \underline{\hspace{2cm}}$ **c.** $10 \times 36 = \underline{\hspace{2cm}}$

Now choose one of the problems above as the first step to solve this problem. Show your solution.

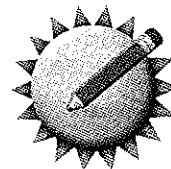
$47 \times 36 = \underline{\hspace{2cm}}$

4. Solve these problems.

a. $6 \times 15 = \underline{\hspace{2cm}}$ **b.** $100 \times 15 = \underline{\hspace{2cm}}$ **c.** $106 \times 10 = \underline{\hspace{2cm}}$

Now choose one of the problems above as the first step to solve this problem. Show your solution.

$106 \times 15 = \underline{\hspace{2cm}}$



Computation Practice: Addition and Subtraction

NOTE Students practice addition and subtraction problems.

SMH 8-9, 10-13

Solve the problems below. Show your solutions, using clear and concise notation.

1.
$$\begin{array}{r} 536 \\ +247 \\ \hline \end{array}$$

2.
$$\begin{array}{r} 724 \\ -243 \\ \hline \end{array}$$

3. $551 + 463 = \underline{\hspace{2cm}}$

4.
$$\begin{array}{r} 620 \\ -125 \\ \hline \end{array}$$

5. $\underline{\hspace{2cm}} + 840 = 1,600$

6. $\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = 350$

7. $\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = 1,250$

8. $800 - \underline{\hspace{2cm}} = 275$

More Starter Problems (page 1 of 2)

Finish solving the problems with the first step that is given. Then solve the same problem in your own way. Record both of your solutions, using clear and concise notation.

1. $68 \times 75 =$ _____

a. Start with 60×70 .

b. Solve 68×75 another way.

2. $98 \times 36 =$ _____

a. Start with 100×36 .

b. Solve 98×36 another way.

More Starter Problems (page 2 of 2)

3. $16 \times 128 = \underline{\hspace{2cm}}$

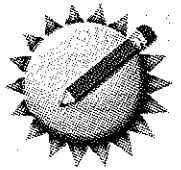
a. Start with 4×128 .

b. Solve 16×128 another way.

4. $207 \times 46 = \underline{\hspace{2cm}}$

a. Start with 207×10 .

b. Solve 207×46 another way.



"How Far?" Problems

Solve the following problems, and explain how you found the distance between the numbers.

NOTE Students use addition and subtraction to solve problems.

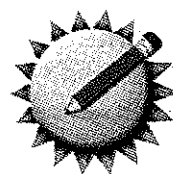
SMH 8-9, 10-13

1. How far is it from 752 to 1,000?

2. How far is it from 619 to 2,000?

3. How far is it from 1,345 to 3,000?

4. How far is it from 4,658 to 5,000?



Dividing by 2-Digit Numbers

NOTE Students solve a division problem, show their solution, and write a story problem.

SMH 38-39

1. Solve the following problem. Show your solution clearly.

$$162 \div 12$$

2. Write a story problem that represents $162 \div 12$.

3. What is the answer to your story problem?

Ongoing Review

4. Is the product of 19×45

A. about 500?

C. about 1,500?

B. about 1,000?

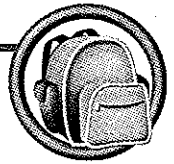
D. about 2,000?

Name _____

Date _____

Number Puzzles and Multiple Towers

Homework



Solve in Two Ways

Solve this problem in two different ways.
Show your work clearly.

$$46 \times 37 = \underline{\hspace{2cm}}$$

First way:

Second way:

NOTE Students are working on solving multiplication problems in several ways. Solving a problem in two different ways helps develop flexibility and allows students to double-check their work.

SMH 30-32

Problems about Multiples of 21 (page 1 of 2)

Use the multiple tower for 21 or your list of multiples of 21 to help you with these problems. Be sure to use your answers to the earlier problems to help you with the later problems.

1. $10 \times 21 = \underline{\hspace{2cm}}$

2. $105 \div 21 = \underline{\hspace{2cm}}$

3. $315 \div \underline{\hspace{2cm}} = 21$

4. $\underline{\hspace{2cm}} \times 21 = 420$

5. $5 \times 21 = \underline{\hspace{2cm}}$

6. $210 \div 21 = \underline{\hspace{2cm}}$

7. $15 \times 21 = \underline{\hspace{2cm}}$

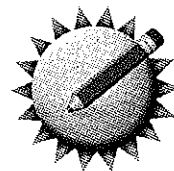
Problems about Multiples of 21 (page 2 of 2)

8. _____ \times 21 = 630

9. 945 \div _____ = 21

10. 441 \div 21 = _____

11. Write and solve two division problems using multiples of 21.



Story Problems: Reading a Long Book

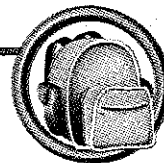
NOTE Students practice solving addition and subtraction problems in a story problem context.

SMH 8–9, 10–13

1. Noemi borrowed a new book from the library. At 1,000 pages, it is the longest book she has ever tried to read! The first day, she read 115 pages. How many more pages does she have to read to reach the end?

2. During the next week, Noemi read 388 pages. How many pages has she read altogether?

3. At the end of 2 weeks, Noemi had read 816 pages. How many pages does she have left to finish the book?



Solving $315 \div 21$

1. Write a story problem for $315 \div 21$.

NOTE Students have been solving division problems. Students should think about what multiplication combinations they know that can help them solve this problem.

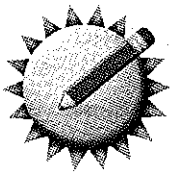
SMH 38-39

2. Solve $315 \div 21$.

Division Problems

Solve the following problems. Make sure anyone looking at your work can tell how you solved the problem.

1. Write a word problem for $21 \overline{)252}$ and solve it.
2. There are 415 biographies in the school library. If each shelf holds 27 books, how many shelves are completely filled? How many books are left?
3. Write a word problem for the equation $525 \div 21 = \underline{\hspace{2cm}}$. Then solve it.
4. There are 748 students eating lunch in the cafeteria at school. The same number of students is sitting at each of 22 tables. How many students are sitting at each table?



Story Problems: School Supplies

NOTE Students practice solving addition and subtraction problems in a story problem context.



8–9, 10–13

1. Mr. Mancillas had \$200 to spend on art supplies. He spent \$103.80 on drawing paper and \$86.35 on paint brushes.
 - a. How much did he spend on art supplies?
 - b. How much money did he have left after he bought the art supplies?

2. Mrs. Kim had \$300 to spend on science materials. She spent \$77.49 on thermometers and \$219.99 on a microscope.
 - a. How much did she spend on science materials?
 - b. How much money did she have left after she bought the science materials?

Numbers Off the Tower

Use the multiple tower to solve these problems. Make sure that your work is clear enough that someone looking at it will know how you solved the problem.

1. $1,344 \div 21 = \underline{\hspace{2cm}}$

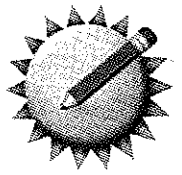
2. $\underline{\hspace{2cm}} \times 21 = 1,512$

3. $21 \overline{)1,275}$

4. $2,121 \div \underline{\hspace{2cm}} = 21$

5. Write two of your own problems, using multiples not on the tower. Solve the problems.

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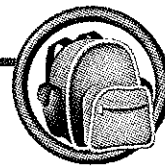


Story Problems: Stamp Collection

NOTE Students practice solving addition and subtraction problems in a story problem context.

SMH 8–9, 10–13

1. Helena has a collection of stamps. She has 734 South American stamps and 555 African stamps.
 - a. How many stamps does Helena have?
 - b. How many more stamps does she need to have 1,500 altogether?
2. Kaetwan also has a stamp collection. He has 839 stamps from Africa and 472 stamps from North America.
 - a. How many stamps does Kaetwan have?
 - b. How many more stamps does he need to have 1,500 altogether?
3. How many more stamps does Kaetwan have in his collection than Helena has in her collection?



Multiple Tower for 15

(page 1 of 2)

NOTE Students have been using a list of multiples (similar to the strip on the right side of this page) to solve division problems.

SMH 20

1. Complete the multiple tower at the right, and stop when you get to 480.
2. How many 15s are in 450? Solve without counting and show how you did it.
3. The 10th, 20th, and 30th multiples of 15 are 150, 300, and 450. What are the 40th and 50th multiples of 15? How do you know?

90
75
60
45
30
15



Multiple Tower for 15 (page 2 of 2)

4. Jean has 270 flowers and 15 vases. If she puts an equal number of flowers in each vase, how many flowers will go in each one?

5. Solve $15 \overline{)645}$. Show your solution.

Division Cluster Problems (page 1 of 2)

1. Solve these problems.

$$30 \div 15 = \underline{\hspace{2cm}}$$

$$60 \div 15 = \underline{\hspace{2cm}}$$

$$150 \div 15 = \underline{\hspace{2cm}}$$

Now solve $190 \div 15 = \underline{\hspace{2cm}}$.

How did you solve it?

2. Solve these problems.

$$10 \times 18 = \underline{\hspace{2cm}}$$

$$5 \times 18 = \underline{\hspace{2cm}}$$

Now solve $18 \overline{)252}$.

How did you solve it?

3. Solve these problems.

$$75 \times 2 = \underline{\hspace{2cm}}$$

$$75 \times 4 = \underline{\hspace{2cm}}$$

$$75 \times 6 = \underline{\hspace{2cm}}$$

Now solve $525 \div 75 = \underline{\hspace{2cm}}$.

How did you solve it?

4. Solve these problems.

$$160 \div 16 = \underline{\hspace{2cm}}$$

$$80 \div 16 = \underline{\hspace{2cm}}$$

$$320 \div 16 = \underline{\hspace{2cm}}$$

Now solve $450 \div 16 = \underline{\hspace{2cm}}$.

How did you solve it?

Division Cluster Problems (page 2 of 2)

5. Solve these problems.

$$10 \times 21 = \underline{\hspace{2cm}}$$

$$20 \times 21 = \underline{\hspace{2cm}}$$

$$30 \times 21 = \underline{\hspace{2cm}}$$

Now solve $21 \overline{)700}$.

How did you solve it?

6. Solve these problems.

$$270 \div 27 = \underline{\hspace{2cm}}$$

$$540 \div 27 = \underline{\hspace{2cm}}$$

$$\text{Now solve } 594 \div 27 = \underline{\hspace{2cm}}.$$

How did you solve it?

7. Solve these problems.

$$10 \times 25 = \underline{\hspace{2cm}}$$

$$20 \times 25 = \underline{\hspace{2cm}}$$

$$30 \times 25 = \underline{\hspace{2cm}}$$

$$40 \times 25 = \underline{\hspace{2cm}}$$

$$\text{Now solve } 982 \div 25 = \underline{\hspace{2cm}}.$$

How did you solve it?

8. Solve these problems.

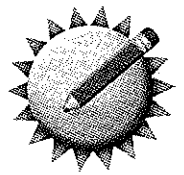
$$100 \div 25 = \underline{\hspace{2cm}}$$

$$1,000 \div 25 = \underline{\hspace{2cm}}$$

$$2,000 \div 25 = \underline{\hspace{2cm}}$$

$$\text{Now solve } 2,300 \div 25 = \underline{\hspace{2cm}}.$$

How did you solve it?



Division

Solve the following problems. Show your solutions clearly.

NOTE Students solve division problems and show their solutions.

SMH 38-39

1. $288 \div 16 =$ _____

2. $600 \div 15 =$ _____

Ongoing Review

3. $900 \div 20 =$ _____

A. 450

B. 45

C. 40

D. 20



Division Practice

Solve these division problems. Your notation should be clear enough so that anyone looking at your work will know how you solved the problem.

NOTE Students practice solving division problems.

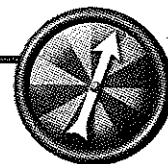
SMH 38-39

1. There are 432 magazines in the library. Each shelf holds 12 magazines. How many shelves hold magazines?

2. There are 8 schools in town, and 408 books were donated to the school libraries. If the books are distributed evenly, how many books will each library receive?

3. $850 \div 25 = \underline{\hspace{2cm}}$

4. $935 \div 21 = \underline{\hspace{2cm}}$



Division Compare Recording Sheet

After you have played a few rounds of *Division Compare*, complete this sheet.

Place a $<$, $>$, or $=$ in the box between the problems.

1. Your problem:

Partner's problem:

_____ \div _____ ☐ _____ \div _____

How did you decide whose problem has the greater quotient? Explain your reasoning.

2. Your problem:

Partner's problem:

_____ \div _____ ☐ _____ \div _____

How did you decide whose problem has the greater quotient? Explain your reasoning.

3. Your problem:

Partner's problem:

_____ \div _____ ☐ _____ \div _____

How did you decide whose problem has the greater quotient? Explain your reasoning.

Problems about *Division Compare*

Two people were playing *Division Compare*. These are the problems they had to solve as a result of the cards they picked. Place a $<$, $>$, or $=$ sign between the problems, and explain how you decided which problem has the greater quotient.

1. Player A: $800 \div 400$ Player B: $900 \div 10$

Explanation:

2. Player A: $200 \div 50$ Player B: $90 \div 50$

Explanation:

3. Player A: $600 \div 70$ Player B: $400 \div 20$

Explanation:

4. Player A: $600 \div 40$ Player B: $70 \div 10$

Explanation: